

**HIST 391- 09**  
**U.S. and the World in the Twentieth Century**  
**Spring 2014**

**MWF 12:40 – 1:40**

“The hoary old adage, ‘Hindsight is better than foresight,’ is constantly verified in the course of history but never more frequently or more convincingly than in the field of diplomacy, where presumption and hypothesis are unavoidable bases for action, and where the successful diplomat is generally the one who ‘out guesses the other fellow,’ and anticipates his opponent’s next move.”<sup>1</sup>

**- Secretary of State Robert Lansing**

Dr. Ryan Floyd

Office: LC 363

Office Hours: M/W 2:00 - 5:00 \*\*\*by appt.

\*\*\*set appoints via e-mail and include a short description of what you would like to discuss.

Phone Number: 338-8786

E-mail: mrfloyd@lander.edu (this is the best way to reach me)

Course Credit: 3 hours

Prerequisite: Engl. 102 & 100-level History surveys.

Recommended prerequisite: HIST 201

**Course Description**

HIST 391/U.S. & the World in the 20<sup>th</sup> Century is one of 4 core courses in the Lander History program. It follows HIST 390, which covers the early period of U.S. history. The two courses together are intended to:

- ▶ Provide history students with a firm understanding of the chronology of key events and periods in U.S. history
- ▶ Teach the major events and trends of U.S. foreign relations

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<sup>1</sup>Robert Lansing, *War Memoirs of Robert Lansing* (Westport, Connecticut: Greenwood Press Publishers, 1970), 35.

► Instruct students in working with primary and secondary sources within the realm of U.S. foreign relations and introduce students to important documents of each period

### **Course Objectives**

1. To gain a better understanding of the events and themes discussed in this course.
2. To develop writing and critical thinking skills through written assignments based upon class discussions and readings.
3. To improve speaking and communication skills through discussions and a brief research-based presentation to the class.
4. To understand the key documents of each theme and era covered in the course
5. To master the chronology of key events in 20<sup>th</sup> century U.S. history

### **Related National Council for Social Studies Standards:**

**NCSS 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, and 1.10**

### **REQUIRED TEXTS**

Howard Jones, *Crucible of Power 2nd ed.*

*Major Problems in American Foreign Relations*

\*\*\*Additional readings are available on reserve in Blackboard.

A note on reading: By this point in your college career, I am certain you are aware that history is a reading-intensive subject. This class is no exception. Considering the importance of class discussion to this course, every student should do their best to be prepared. It is unfair to your classmates to do otherwise. Plus, considering your decision to take this course, I assume that you do not find heavy reading assignments daunting.

Be certain that I will hold you responsible for the content of the assigned readings.

**Course Requirements: This course provides a number of opportunities to demonstrate your understanding of the material and earn points.**

#### **I. Class Participation/Discussion: (5 points each)**

Students will be graded on their behavior and the quality of their contributions to classroom discussions. Class participation and discussion points cannot be made up.

## **II. Major Problems Worksheets (10 points each ):**

For each set of primary and secondary readings, students must type up a personal analysis (based on the Major Problems Worksheet) that demonstrates that they understand and have thought critically about the material. (See Major Problems Worksheet on Blackboard)

I will collect the typed worksheets (submitted in your folder) at the end of the In-Class discussion. You cannot turn in a worksheet late.

**A Note on Primary Source Documents:** Historians generally treat primary source documents as more “correct” or compelling than materials written later. But it is important to remember that all documents were created for some specific purpose and authors often had their own interpretive viewpoints. When historians revisit these “primary” sources they must consider the authors’ interpretations – and often the historian must interpret the document itself. When reading the primary sources remember that a given source does not necessarily represent “truth” just because it is older or written by a contemporary to events. *Always stop for a moment to consider the motives of the author.* You may be familiar with reading secondary sources in this manner; treat the primary documents with similar caution. Remember that the primary source documents are an integral part of each module. Your submitted assignments must reflect a thorough understanding of the information presented in the articles and the primary source documents.

## **III. Exams: (100 pts each)**

Each student will complete a mid-term and final exam in class (during regular class time). The exam will include one Triad style short answer (30%) and one essay (70%). The questions are based on the primary *and* secondary sources covered in the course.

For the Triads I will provide three major key terms from the text. It is your responsibility to define each term, explain how they are connected and point out why they are significant.

In order to earn a good grade (A/B) on your essays, you must provide a **detailed** answer that includes supporting evidence from the lectures AND from *Major Problems*. This means that you must include an *assessment* of important people, organizations, actions, statistics and events. And demonstrate that you are able to tie all the major people, organizations, actions, statistics and event together.

For the exam I will select two of the possible essay questions (provided to the students in advance). Each student must choose and answer one. Quality is more important than quantity; however, essay answers must be no less than 2.5 pages in length.

I highly recommend formulating the essays in advance and that you practice writing them several times BEFORE you take the exam.

### **Rules for Exams:**

- 1) Students must submit two blank Blue Books to Dr. Floyd by January 24. Turning in late Blue Books will result in a loss of 5 points.
- 2) Students must use blue or black ink.
- 3) Any student who misses an exam will receive a zero for that assignment.
- 4) Make-ups will be provided for those students with a documented excuse (see attendance policy). Only in **rare documented emergencies** will the instructor approve a make-up final.

### **V. Annotated Bibliography (75 pts):**

Each student will select a topic related to U.S. foreign relations and develop an annotated bibliography that lists primary and secondary sources that they would use to research and write about their project. The Annotated Bibliography must include a minimum of five primary source collections and twelve secondary sources. Students must provide a 7-10 sentence (approximately 150 words) description for each work. For primaries this must include a brief explanation of the collection and how they connect to your project. For secondary sources the sentences must outline the thesis and major points. (See Blackboard for an example)

All citations must be formatted using the Chicago Manual of Style.

All “ABs” must be submitted on paper and electronically via the Turnitin link in Blackboard.

Be sure to review the instruction video in Blackboard.

<http://www.youtube.com/watch?v=5nW0swv5Mzs>

### **VI. Chronology Quiz: (25 pts)**

This assessment is required by the Department of History and Philosophy. Near the end of the semester all students must take a chronology quiz (online) to demonstrate their ability to place major events in U.S. history in the correct order. Each student will receive a list of the events in the near future.

**All assignments are due on the day listed in the course schedule.**

☞ It is your responsibility to contact me during office hours or immediately *after* class to discuss make-up work and pick up assignments handed back on days you are absent. I will not seek you out to provide assignments or return assignments.

☞ You must contact me the first day you are back on campus after the absence (and bring the written excuse) in order to receive any make-up work. If you do not, you will lose the opportunity to make-up your work.

**Grading Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=59 or below**

**I do not give extra credit assignments.**

**Attendance policy:**

All students are expected to attend all classes. Roll will be taken each day. After three absences, your course grade will drop by 1/3 of a letter for every additional class you miss. If you must miss class, be sure to obtain lecture notes from a classmate and read all applicable assignments. Attendance is strongly tied to class performance; therefore, I urge each of you to attend class regularly. If you are absent with an excuse, please let me know. Un-excused absences from all quizzes, exams, or the final will result in a "0." Excused absences for reasons such as illness requiring medical care, college activities, religious holidays, etc. **must be documented**. I must approve exceptional cases. Incompletes will **rarely** be given only (i.e. almost never!).

\*\*\* I will also take into account tardiness and leaving early when assigning attendance grades. (Three tardies/ early exits = one absence) If you do come late and or have to leave early, quietly come in and exit through the back door.

**Please note that in order to be attentive, you must be awake. You will not be counted present if you are sleeping, working math problems, reading your literature book, text messaging, talking, playing on the internet, reading the newspaper, gazing out the window, etc.**

**Accommodations:**

If you have now or develop during this semester a physical or learning disability and you want your professor to make reasonable accommodations for that, you must contact the Lander University Wellness Center, 388-8885, [studentwellness@lander.edu](mailto:studentwellness@lander.edu). Once the Wellness Center has received appropriate documentation, they will inform your instructors.

**Classroom Responsibilities (Approved by the Lander Faculty):**

All Lander students will...

- 1) Read and follow their professors' syllabi, including course guidelines and procedures, to be prepared for class.
- 2) Check their Lander e-mail accounts daily and check blackboard daily (if used in class) for announcements, assignments, etc.
- 3) Be aware of each professor's absence and tardy policies.
- 4) Communicate concerns about classes to their professors, including asking for clarification if the student does not understand an assignment or expectations.
- 5) Be courteous to peers, professors, and the learning environment, avoiding the following disruptive classroom behaviors: sleeping, inappropriate talking, inappropriate laptop use, rudeness, doing homework for other classes, text messaging and answering cell phones.
- 6) Not give, use or receive unauthorized aid in academic activities because these are serious violations of academic integrity.
- 7) Know and accept the consequences of committing plagiarism, which could include receiving a failing assignment grade, failing the course, or being suspended from the University.

#### **Policy concerning Cell Phones (Approved by the Lander faculty)**

Cell phones are to be turned off before entering the class (lab, clinical, etc.) and shall remain off for the duration of the class. If there is an extenuating circumstance which requires the cell phone to be left on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time, especially during quizzes and exams. Each instructor reserves the right to further restrict the use of cell phones in class and to determine the consequences of not following this policy.

#### **Academic Misconduct:**

All acts of dishonesty in any work constitute acts of academic misconduct.

**Honor Code:** In order to maintain a high standard of academic excellence, Lander University and this instructor supports an academic honor code for which both faculty and students are responsible. The complete text of the code is presented in the *Student Handbook* available from the Office of Academic Affairs and Student Affairs.

*□I hope that by this point in your life you understand the importance of personal integrity and honor. What you do now will hover over you for the rest of your life. Cheating is a dishonest act. Cheating should tell you a lot about yourself and it will tell others about you.*

*I hope that you understand that the value of a college education is not just the diploma. By going to college you have chosen to improve yourself – which is an admirable thing to do. To*


*improve yourself you need to really make an effort to work hard in this and all courses – even if you do not think that they are directly related to your major.*

*Please remember that your honor is at stake. Be advised that I have caught cheaters in the past and I will prosecute cheaters to the fullest extent possible. This can include failure of the course.*

**\*\*\*I reserve the right to remove a disruptive student from the classroom and count him or her absent.**

**Because of weather or other unforeseen circumstances the calendar is subject to change.  
Please pay attention to your e-mail for any necessary changes.**

Week and day	Topic/Chapter	Major Problems, Exam dates and additional due dates
Week 1 January 13 January 15	Introduction	
January 17	Theodore Roosevelt and the Search for World Order, 1900- 1913	<i>MP Approaching the Study of American Foreign Relations</i>
Week 2 January 20	<b>MLK Jr Day</b>	
January 22	Theodore Roosevelt and the Search for World Order, 1900- 1913	
January 24	Woodrow Wilson and Missionary Diplomacy	
Week 3 January 27 January 29	Woodrow Wilson and Missionary Diplomacy	
January 31	Prologue to U.S. Entry into World War I	
Week 4 February 3 February 5	World War I and the League of Nations, 1917-1921	
February 7	<b>Annotated Bibliography WORK DAY</b>	
	World War I and the League of Nations, 1917-1921	

	1921	
Week 5 February 10		<i>MP Woodrow Wilson, the First World War and the League Fight</i>
February 12	The Independent Internationalism of the United States, 1921-1933	
February 14	The Coming of World War II, 1933-1939	
Week 6 February 17		<i>MP US Entry into World War II</i>
February 19	From Europe to Pearl Harbor, 1939-1941	
February 21	Wartime Diplomacy and the Origins of the Cold War, 1941-1945	
Week 7 February 24		<i>MP Defeating the Axis, Planning the Peace: WWII</i>
February 26		<b>Midterm Exam</b>
February 28	Cold War and Containment in Europe and the Near East, 1945-1950	
Week 8 March 3		<i>MP Origins of the Cold War</i>
March 5	Cold War and Containment in East Asia, 1950 – 1953	
March 7	Containment Continued: The Eisenhower Years, 1953 – 1961	
SPRING BREAK WEEK		
Week 9 March 17	Containment Continued: The Eisenhower Years, 1953 – 1961	
March 19	Containment Continued: The Eisenhower Years, 1953 – 1961	
March 21		<i>MP Dwight Eisenhower, Nikita Khrushchev, and Nuclear Arms</i>



<b>Week 10 March 24</b>	Containment at the Brink: Kennedy and Cuba, 1963-1969	
<b>March 26</b>	Containment at the Brink: Kennedy and Cuba, 1963-1969	
<b>March 28</b>	Containment at the Brink: Kennedy and Cuba, 1963-1969	
<b>Week 11 March 31</b>		<i>MP Cuba and the Missile Crisis</i>
<b>April 2</b>	Containment in Collapse: Johnson and Vietnam, 1963-1969	
<b>April 4</b>	Containment in Collapse: Johnson and Vietnam, 1963-1969	
<b>Week 12 April 7</b>	Containment in Collapse: Johnson and Vietnam, 1963-1969	
<b>April 9</b>		<i>MP The Vietnam War</i>
<b>April 11</b>	Vietnamization through Détente: A New Containment, 1969-1977	Annotated Bibliography Due
<b>Week 13 April 14</b>	Vietnamization through Détente: A New Containment, 1969-1977	
<b>April 16</b>	Jimmy Carter and the Diplomacy of Human Rights	
<b>April 18</b>	Reagan and the Revival of Containment	
<b>Week 14 April 21</b>	The End of the Cold War and the Outbreak of Regional Conflicts	
<b>April 23</b>	George W. Bush and Missionary Diplomacy	Chronology Quiz Online
<b>April 25</b>	Catch-up and review day	

**Final Exam: Wednesday April 30, 2014 12:40-1:40**